RICE HUMANITIES
Center for Languages and Intercultural Communication

Second Year Spanish II

SPAN 264 – Spring 2022

10:00AM - 10:50AM MWF SPAN 264 001 KCK 107
2:00 PM - 2:50 PM MWF SPAN 264 002 RZR 205

Instructor: Claudia García-Rueda
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Office hours: By appointment
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Instagram

*****Prerequisite: Span 263 OR placement in 264 by the Spanish Placement Test OR equivalent transfer credit*****

TEXTBOOK

- ***Protagonistas***, 2nd ed. Vista Higher Learning. Chapters 15 through 18 of *Protagonistas* will be covered.
- Where to purchase it?
  - At the bookstore
  - Online through the publisher. **You will find special prices for Rice University but you need to use this link:** https://vistahigherlearning.com/school/rice
- You can buy a print copy or a digital version of the textbook.
  - Print copy + digital access: 978-1-68004-992-3--This ISBN will be the student textbook plus the 36-month Supersite plus + wSAM access code.
  - Digital access only (V Text) without any print component:
    - 978-1-54330-354-4-- This ISBN is the 6-month access code that includes Supersite Plus+ wSAM access.
    - 978-1-54330-355-1--This ISBN is the 12-month access code that includes Supersite Plus + wSAM access.
    - 978-1-68004-980-0-This is the 36-month access code that includes Supersite Plus + wSAM access.
- You can find a user guide about how to set up an account and register for the class at https://support.vhlcentral.com/hc/en-us/categories/201891218-Student

- If you are a returning student, you can keep your same account at VHL Central. Just enroll into our class (Rice University/Instructor Claudia Garcia/SPAN 264) and choose your section:
  SPAN 264 001 - 10:00AM - 10:50 AM MWF
  SPAN 264 002 - 2:00 PM - 2:50 PM MWF

COURSE DESCRIPTION AND OBJECTIVES

Span 264 is a course designed to further develop listening, speaking, reading, and writing skills in Spanish. It offers students the opportunity to expand their vocabulary, improve their grammatical accuracy, speak and write in paragraph length, and gain a greater cultural understanding of the Spanish-speaking world. Students will continue to develop the ability to engage in reflective and independent thinking in Spanish; to identify, construct and evaluate arguments; and to identify the relevance and importance of ideas.

SPAN 264 adheres to the vision of the Center for Languages and Intercultural Communication (CLIC) at Rice University. Students will develop sociolinguistic and sociocultural knowledge in target language to communicate and interact with speakers of Spanish at an intermediate level of competence. The course is based on a student-centered, critical-thinking approach to language analysis/acquisition. Students will become aware of the structural, conceptual, social and cultural aspects associated with language use (including their own native language).

COURSE OUTCOMES

By the end of the semester, students should be able to do the following:

Listening
- Identify the main ideas and several details on familiar topics when listening to a person or in dyads or triads, as well as when viewing audio/visual resources.

Reading
- Use critical thinking skills and context clues to deduce the meaning of unfamiliar words and make many accurate inferences.
- Understand factual texts on subjects related to their interests that consist mainly of high frequency every day-related language.

Speaking (interaction)
- Initiate, and maintain conversations, giving opinions on familiar topics while keeping in mind to interact in a culturally appropriate manner.
- Paraphrase with the use of circumlocution, and use context clues to deduce the meaning of some unfamiliar words.
- Respond accurately to complex information questions with ideas relevant to the topic being discussed.

Speaking (production)
- Describe experiences and events, desires, recommendations and can give detailed reasons and explanations for opinions and plans.
- Describe content and issues about familiar topics in a detailed way.

Writing

- Narrate and describe using compound sentences, with the most accuracy in the present tense and several expected errors in other tenses.
- Understand and use vocabulary from familiar thematic word groups, including several culturally appropriate and idiomatic expressions, even though they may unintentionally switch from the formal to the informal.

Intercultural Learning

- Identify, compare and contrast as well as analyze some cultural products, practices and perspectives of the Hispanic culture such as media and current events while understanding geographical, historical, artistic, social, or political features of the communities being studied.
- Identify the cultural resources and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the material, as well as some geographic, historical, artistic, social, or political features of target culture communities.

Interactional Learning

- Participate and continue a conversation by expanding on topics and asking substantive follow-up questions.
- Identify moments of miscommunication and apply strategies to resolve problems in a conversation by asking for help from other speakers and offering help to other speakers as well.

ONLINE DELIVERY FORMAT AND HEALTH STATEMENT

We acknowledge the seriousness of the global and national current situation in regards to the COVID-19 pandemic. Because of it, our course will be offered in an online delivery format for at least the first two weeks. I ask for your cooperation and patience while we navigate through the semester and perhaps face unexpected challenges or changes. I will keep you informed and updated about any changes in our course and/or calendar and give you the time, input and support you need to understand those changes and continue your work diligently.

What you can do:

- Let me know if you're struggling with either technical, academic or personal issues that affect your performance in class.
- Feel free to share suggestions and feedback on online delivery.
- Keep your camera on and microphone muted unless you are speaking.
- Be engaging with fellow students attending class through Zoom.
- Review online and Zoom etiquette available on Canvas - Home.
- Follow your progress throughout the semester and reflect on ways to improve.

Prior to our class via Zoom:

- Set up your headsets, camera and microphones and to ensure that they are working properly.
- Be sure that your background is appropriate while sharing video, along with how their image is displayed to the rest of the class. Zoom has a 'change background' function and you can add the background you want.

- Keep your video on so that everyone can see each other and make interactions as if we do in a physical classroom.
- Raise your hand if you want to speak.
- Mute your microphone unless you are speaking.
- Avoid side conversations that will distract you from the ongoing conversation.

ATTENDANCE

To encourage engaged learning, regular class attendance is required throughout the program. That said, we understand that there are occasionally legitimate reasons for students to miss class. For this reason, you may miss up to three classes throughout the semester without penalty. However, each missed class beyond that will cause a three percent drop in your final course grade. Please note that this drop in the final course grade will NOT be reflected in the final grade you will see in Canvas but in the final course grade in Esther.

Please notify your instructor by email in advance if you need to miss class. Exceptions to the attendance policy can be made for students participating in university-sponsored athletic competitions or trips, provided that the instructor is notified well in advance of these absences.

An excused absence will only be considered if approved by your instructor and: it is a self-certified absence for COVID symptoms, exposure or illness (requires formal request before or within 24 hours), a doctor's note from a local medical professional is provided, evidence of a family emergency is provided, or it is a pre-approved observance of religious holiday.

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero.

- Students who live four or fewer time zones away, are expected to attend every class synchronously via Zoom. I will keep an attendance record and will schedule a meeting specifically to address course performance with students with more than 3 unexcused absences.
- All students who are living where the time zone is >4 hrs from the central time zone are expected to either attend class synchronously via Zoom or to work out in advance with the instructor a suitable solution for asynchronous attendance.
- Punctuality is required. Students are expected to arrive at class on time. Constant late arrival to the scheduled virtual meetings and/or early departure will negatively affect your performance. Mainly, out of courtesy, avoid this type of interruption.
- **If you miss class**, it is your responsibility to catch up with what was covered that day and should contact a classmate, not the instructor. Handouts and/or slides will be uploaded to Canvas at the beginning of each class so you will have access to the material covered in class that day. Any important information will be posted on Canvas Announcements.
- **Make-ups:** Class Calendar will be made available on Canvas. If you know in advance that you will not be able to take an exam, you must make arrangements with your instructor prior

to the missed exam to take it. If you have an unforeseen emergency on the day of the exam, you must contact the instructor BEFORE you miss the scheduled time for the exam to make other arrangements. Make-ups will only be allowed if you contact the instructor ahead of time.

PARTICIPATION

Students are expected to be **actively engaged** in the classroom. Please keep your video camera on and microphone muted unless you are speaking. Use the [chat, raise hand, unmute, etc.] when you have questions or would like to participate. Students needing an accommodation for using their camera or microphone should contact the instructor at the beginning of the semester to discuss and work out accommodations.

No English is allowed in class unless expressly permitted. In order to practice and improve your speaking skills, you are expected to attend every day the class meets and actively participate.

I will design class activities and create class dynamics to give you plenty of opportunities to speak Spanish in class individually, in small groups, in large groups, and partners will change frequently. You are expected to take advantage of all those opportunities to speak only Spanish to all students in the class and improve your speaking skills.

You will receive three participation grades during the semester. Grades will be posted on Canvas. You are welcome to discuss possible ways to improve participation grades during student hours.

!!NOTE!!: If you show continuous improvement throughout the three grading periods, at the end of the semester your first grade will be improved by 1-2 points depending on progress and effort.

Good participation means:

- You are punctual and prepared.
- You only use Spanish during class meetings unless permitted to use another language.
- You greet instructor and students in Spanish
- You volunteer to speak or answer questions in class.
- You are not afraid to make mistakes and expect to receive feedback.
- You are proactive, attentive, and have a positive attitude.
- You listen respectfully to others and do not attempt to dominate the conversation giving others opportunities to speak also
- You participate and actively complete individual, small group, and whole class activities and discussions in Spanish at all times.
- Simply showing up for class is not enough to earn a good participation grade.

Behavior that will negatively affect your participation grade

- Multitasking or Texting while in class or on-line
- In remote access, having camera off often or for prolonged periods.
- Unapproved use of cellphone or other devices. Unless told otherwise permitted, cell phones must be turned to silent and not visible.

- Obviously multitasking and not following the class or activities, appears to be lost when prompted for answers to activities.
- Sleeping
- Arriving late and leaving class early
- Attending class under the influence of substances
- Side conversations that will distract you from the ongoing class.

Students should be aware that they are expected to come prepared to class in order to engage as an active participant and collaborate to ensure a productive learning environment as described below.

Our learning environment is based on the following principles:

- **Collaborative learning:** A supportive and caring environment that fosters a sense of community. We teach and learn from each other.
- **Ownership of Learning:** You reflect on your own learning, class participation, and preparation.
- **Inclusion and cultural appreciation:** If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor with the utmost respect. This will enrich your cultural learning experience.

Any issues regarding this policy will be addressed individually. **Be reminded,** that any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the **Student Code of Conduct**. Violations of the Code of Conduct will not be tolerated. http://www.students.rice.edu/students/Conduct.asp

TECHNOLOGY RESOURCES

- Students must have a working computer with a video camera, speaker and a microphone, and a working internet connection that allows them to be on video. Students should test their equipment before joining class. Undergraduate students should contact the Dean of Undergraduates if they have concerns about meeting this requirement. Graduate students should contact their department.
  - If your computer/phone has no webcam/microphone, which are needed to complete some assignments, please let the instructor know as soon as possible and contact the Dean of Undergraduates if you need to request support via the Access and Opportunity Portal (HTTPS://AOP.RICE.EDU/APPLICATION), contact your academic department if you are a graduate student, or request to borrow one from the Digital Media Commons.

COMMUNICATION PLAN

- You can reach me via email at cg49@rice.edu. If you need office hours, please email me to make an appointment. We can meet via Zoom or in person when we return to campus.

- Any important announcement will be posted on the "Announcements" section in Canvas.
- **If a technological problem arises during class,** I will try to reconnect and this could take a couple of minutes. Please be patient. Stay connected at least 10 minutes to give me time to reconnect. If I cannot connect, follow the calendar. Read and review the pages in your book that cover the topic of that day. Download the PowerPoint found under Modules. Any further instructions will be found under Announcements.
- Feedback on your assignments and course progress will be found in Canvas. More detailed live feedback and clarifications can be provided during office hours appointments.
- Supersite homework progress will be found on the VHL website.

PRIVACY AND CONFIDENTIALITY

In line with FERPA REQUIREMENTS, recorded classroom discussions involving students will be available only to students officially registered and enrolled in SPAN 264. If you have concerns about appearing on these recordings, please contact the instructor ahead of time.

GRADE DISTRIBUTION

WRITING, READING, & LISTENING	**50%**
Homework (Canvas)	5%
Supersite Homework (VHL website)	10%
Compositions (2)	15%
Exams (2)	20%

SPEAKING & LISTENING	**50%**
INTERACTIONAL	
Oral Exams/Role-plays (2)	20%
Conversations with Native Speaker (4)	10%
Presentation	10%
Class Participation	10%
TOTAL	**100%**

There is no final exam for this class.
The final grade will be calculated using the following distribution:

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average less than a 60 constitutes an F.

FINAL GRADE POLICY

Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, that is on the last instruction day, **there is no further assignment or meeting intended to boost or change the grade**. Follow your grades and performance during the semester and verify your Canvas before the last week of class.

EXPLANATION OF COURSE REQUIREMENTS

1. Homework (5%): Students must review and study the material before each class meeting to be prepared for class discussion. There will be small assignments throughout the semester that will be announced in class or in Canvas. Students should follow the calendar to reinforce work done in class. Please, be aware that the calendar might change so **please check Canvas daily.** Any important announcement will be posted on the "Announcements" section on Canvas.

2. Supersite Homework (15%): Students will work with this online companion and digital platform from *VHL Central*. To complete each homework simply log on to the textbook's website: www.vhlcentral.com. The activities assigned represent extensive practice that will assist students to internalize the language. **Supersite homework will need to be completed by the dates that appear in the VHL Supersite**. Late homework is accepted with a 5% reduction. As with any website, you might experience technical issues. Make sure you **report these issues to the VHL Technical Support, not the instructor**. You can submit your request at https://support.vhlcentral.com/hc/en-us/requests/new

- Organization: Supersite homework will contain a lot of assignments grouped by lesson.
- Grading: 3 maximum Attempts. Some exceptions, i.e. true/false are limited to 1 attempt.
- Grading Strictness: Accents must match.
- Lateness: 5% flat percent penalty.

3. Compositions (15%): There will be **2 compositions** that will formally assess your written communication abilities in Spanish. Please be aware that copying a text from the Internet, the use of any online translator, or help from other persons is considered plagiarism. Spell checkers must be avoided too.

4. Exams (25%): There will be **2 exams.** These will test your acquired knowledge of the material and competences covered in class such as reading, writing, and listening, cultural awareness and language analysis.

5. Oral Exams/Role-plays (20%): There will be **2 oral exams/role-plays** to be completed **in pairs**. This will last about 5-7 minutes. The goal is for students to demonstrate their ability to establish a conversation or role play exercise in an "impromptu" situation using the grammar, vocabulary and conversation strategies covered during the semester. This activity should be an exercise in real communication in that it will involve their expression, interpretation, and negotiation of meaning-bearing information with a peer or the instructor.

6. Conversations (10%): Students will engage in **4 conversation assignments** with a language consultant (see information about language consultants below). Conversations should last around 10 minutes. Guidelines will be posted on Canvas.

- You are expected to engage in a short conversation with a Language Consultant. A completion grade will be given. These sessions will help your speaking abilities. It is your responsibility to check their calendar. Calendar will be posted on Canvas (Modules – Class Resources - Language Consultant Calendar) as soon as the appointment system is running (around week 2-4).
- **You need to submit a critical self - reflection.** You will analyze the conversation and indicate specific conversational features/practices/strategies that made the interaction a successful one. Deadlines and detailed instructions will be found in Canvas.
- **INFORMATION ABOUT LANGUAGE CONSULTANTS**:
    - CLIC offers language consultants (Rice students who are native or heritage speakers) free of charge to all language students. You are encouraged to use this resource as often as possible either to consult about homework, to review material and ask questions, or simply for conversation practice.
    - Appointment system: Language Consultants will be available for conversations or other assignments in person (Rayzor 116) and via Zoom. Check the calendar for their schedule availability and Zoom information. Calendar will be posted on Canvas (Modules – Class Resources - Language Consultant Calendar) as soon as the appointment system is running (around week 3-4). We strongly encourage students to visit language consultants beyond assignments as their support can be very useful.

7. Presentation: There will be an oral presentation to be completed in pairs. Your topic must be pre-approved by the professor.

You will have 3 different topic options for your presentation:

- Topic Option 1. Cultural presentation: To enhance your knowledge of Spanish Culture and to link that knowledge of Spanish Language to the Spanish speaking community in Houston you can choose to attend one Hispanic related cultural event (please follow Covid guidelines) or you can watch a documentary or YouTube video about a cultural event in Latin America or Spain. You will then present and evaluate your experience. You will give some background information about the importance of this event and describe what you observed.
- Topic Option 2. Literary presentation: You can read a literary work (options will be given later in the semester), analyze it and then present it.
- Topic Option 3. Social topic presentation: You can choose a social issue in the U.S. and contrast it with a social issue in Latin America or Spain.

More detailed instructions about the presentation and topics will be provided later in the semester.

8. Class Participation: You will receive three participation grades during the semester. Grades will be posted on Canvas. You are welcome to discuss possible ways to improve participation grades during student hours.

POLICIES

LATE WORK POLICY

- Homework, Compositions, Conversations, and videos will automatically get 10 pts or 10% deducted
- Supersite Homework will automatically get 5% deducted for being late.

HONOR CODE

All work is bound by the Honor Code. Students may consult with classmates, friends, the instructor and/or tutor for projects and homework. You can use a dictionary or textbook in everything except exams. Students may not copy someone else's work, information on the Internet, or have someone else write or review their compositions for them. All sources in written work and presentations must be properly acknowledged. All tests (including oral exams) in SPAN 264 are under the Honor Code and must be each student's own work. The provisions of the Honor Code will be strictly enforced.

INCLUSIVITY STATEMENT

In our classes, you will be asked to speak and write regularly about yourself and your family and friends. We respect that our students have diverse identities, relationships, and family backgrounds, and we are committed to honoring these without assumptions or judgment. Because Spanish is a language that marks grammatical gender and number, and because our courses include assessments of your grammatical competence, we invite you to dialogue with us on the appropriate gender and number markings for you and those you write about so that we may give you feedback accordingly.

CAMPUS RESOURCES

If you experience difficulties in this course, do not hesitate to consult me. There are resources on campus that can support you in your efforts to meet course requirements and overall a healthy and productive semester. If I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Mental Health[2]: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the **Wellbeing and Counselling Center** (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

Center for Career Development: Offers programs, services and resources to guide you in pursuing your career goals. We equip you with the skills and confidence needed to discover your interests and navigate your career journey from college to graduation, and throughout your life.

Language Consultants: The Rice CLIC offers language consultants free of charge to all language students. You can use this resource as you see fit but keep in the mind the Honor Code limitations.

Disability Support Services: Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first week of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact Disability Support Services in the Allen Center.

If you have a documented disability that may affect academic performance, you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) contact me to discuss your accommodation needs.

Title IX Responsible Employee Notification

Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, **I am required** by Title IX to disclose all

incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleixrice.edu, or email titleixsupport@rice.edu.

Emergency Phone Number: In case of an on-campus emergency call Rice Police: 713-348-6000

[1] Other materials such as authentic language data samples in written and audio/visual form will be made available in class and through CANVAS.
[2] As recommended by the Wellbeing Committee of the Student Association at Rice University Policies.